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ABSTRACT

The manual is designed to help the elementary level teacher provide some of the information and experiences needed by students in making vocational decisions. Some of the information deals with simulated experiences, in-school work, and field trips, stressing action with a minimum of theory. Other parts of the manual cover a different phase of vocational orientation, using a more theoretical approach based on traditional vocational guidance methods, with emphasis on providing information on personality development. Goals of vocational orientation are student self-evaluation, introduction of the various occupational areas, exploration of the economic and social values of work, exploration of the psychological and sociological meanings of work, description of educational avenues, and the development of students' decision-making ability. The unit-project approach to vocational orientation is applied to the curriculum flow in order to give students some practical experience along with the information. Suggested careers for study in K-7 are presented. Two papers are appended, "Career Guidance: A Developmental Process" (George E. Leonard) and "The Needs of Inner-City Children for Career Guidance" (Doris Jeffries). (MF)

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Teacher's Guide
To
Career Orientation
in
Elementary Grades

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Appendix A - Career Guidance: A Developmental Process
G. E. Leonard
Wayne State University

Appendix B - The Needs of Inner-City Children for Career Guidance

Introduction

In modern American schools, a student is expected to make his basic vocational choice in the ninth grade. At the tenth grade level the educational routes leading to college preparation or vocational education diverge. Thus, at fourteen years of age, probably whithout even one educational experience directly applicable to this choice, a young student is expected to make one of the most vital and important decisions of his life.

This manual is designed to help the elementary level teacher provide some of the information and experiences necessary for this decision. For most of us, this process will be one of learning along with the students. Most of us made our vocational decisions in the same way students make them today, arriving at this point in our lives without any organized information about various types of work.

The information in this manual is a mixture of several approaches to vocational orientation. Some of the information deals with the provision of simulated vocational experiences for the child. These experiences consist of in-school work and field trips. The unit-project approach is used. Stress is placed on allowing the child to do things. This approach to vocational orientation allows for a maxium amount of action with a minimum of theory. A similar project is being run in Marietta, Ga. (Cobb County School System). Many local teachers have visited this project or attended a workshop featuring its director, Mr. Joel Smith.

Other parts of the manual cover a different phase of vocational orientation. It has a more theoretical approach based on traditional vocational guidance methods. The emphasis is on provision of information and personality development. Personality development, especially the building of feelings of self-worth and dignity, has long been considered a necessary pre-requisite for any successful school or vocational experience.

Some of the material for this phase of our project was developed by the Detroit Public School System. Two articles which deal with the relationship of culturally deprived students to the school system are included in this introduction. Those of you who work with large numbers of these isolated and often rejected children will, perhaps, enjoy and benefit from these articles.

It should be noted that while one phase of vocational orientation deals with what the students do and the other phase deals with what the teacher does; these two phases are the opposite sides of the same coin. A whole and on-going program requires both parts.

The following information has been selected, compiled and in many instances produced by a committee of your fellow teachers.

Everything now included in this manual was selected by these teachers because it seemed to be useful for the task at hand. The purpose was not to produce a finished document but to start an ever-growing one. Each user is asked to contribute to the Vocational Orientation Committee any information or unit-project plans which can be added to this beginning.

In the words of Peter Drucker,....."there is a danger that we, in our intellectual arrogance....in this country and throughout the whole western world, are taking that fairly small part of the human being that is his verbal-intellectual faculty and considering it the whole man. We are in danger of becoming purely <u>intellectual</u> and stunting the rest of the child and the man. We are in danger, and you all know it, of believing that the abstract, the things that one can put into a book, is above achievement. But it is only promise. Achievement comes only in performance!.....I am also very concerned lest the necessary and overdue change in our opportunities for learning will lead to an even greater contempt for doing.

Verbal subjects, however important, lack one absolutely necessary ingredient for the development of the human being. Performance is not possible in them. Performance is possible only in doing."

The following outline is designed to give you, the teacher, some insight into the sorts of things that vocational orientation projects try to do and into some of the things that this will attempt.

The generally accepted goals of vocational orientation are: (1) student self-evaluation, (2) introduction to various occupational areas, (3) exploration of the various economic and social values of work, (4) exploration of the psychological and sociological meanings of work, (5) description of educational avenues, and (6) development students' decisions making ability.

Project goals and objectives include:

1. Development of student self-awareness of interests, values abilities, and personality traits. This will include recognition of liked and disliked tasks and levels of personal performance.

Objectives

a. The student will be able to select those tasks he likes from a list of work related activities that he has performed.

b. The student will be able to select from the above mentioned list those tasks he performs best and by the intermediate grades tell why he performs these tasks best.

c. The student will be able to match work related activities to visible jobs in the community.

2. The student will develop an awareness of occupational choices available in the community, state, and nation. This will be done by means of a unit-projects which teach the student the types of tasks performed in various industries. Many of these tasks will be actually experienced by the student.

Objectives

a. The student will be able to observe photographs of people at work and give their job title, contribution to the community,

general skills required for the job, and the type training or education necessary to acquire these jobs.

b. The student will be able to state the locality or type of locale for all occupations where this is relevant. He will also be able to make general statements about the living and working conditions of workers in inductries studied.

3. The student will acquire an awareness that educational avenues to particular vocations exist and that they are related to school subjects. School subjects will be shown to be directly related to many of the students future vocations.

Objectives

a. The student will be able to produce a simulated work report using proper grammer, spelling, and writing principles.

b. Given a series of work situations, the student will perform the related mathematical operations utilizing mathematical concepts from his grade level.

c. The student will be able to state the pertinent health and hygiene rules associated with a series of given occupations.

4. The student will learn to deal with the economic, social and psychological meanings of work. This will include the areas of personal responsibility and teamwork. It will be stressed that all useful work has inherent dignity.

Objectives

a. The unit-project will demonstrate interdependency. Each child should be able to express why people need to cooperate and why personal responsibility is important with direct regard to any finished unit-project.

b. The student should be able to start anywhere in a chain of interdependent occupations and tell who is dependent on whom and why.

c. Each student should be able to state the usefulness to the community of any job studied and at least one desirable characteristic of that job.

5. The student will perform a series of tasks related to unit-projects. These tasks will be calculated to provide regular success experiences if the child provides some effort. This series of tasks will tend to develop a positive self-concept, an awareness of the world of interpersonal relationships. This combination of information and personality development is the basis for decision-making ability.

Objectives

a. Each student will demonstrate on a unit-project his ability to make decisions.

b. Each student will be able to select from a list of environmental factors those relevant to him.

c. Given a list of personal traits the student will be able to select from them those that best describe him.

d. Using an experienced activity the student can list his weak points, his strong points, and will discuss how his strong points can be utilized to improve his performance.

The initial question of every teacher who becomes a part of a new program in education seems to be, "How will this program affect those procedures which I have already worked so hard to implement in my classroom?" With vocational orientation the answer is simple. This program requires a minimum of two vocationally informative unit projects per teacher per school year. If the teacher likes this method of presentation and reinforcement of material, she may do more, but more is not required.

The approach to education used in this county and in nearly all school districts in this country consists of a flow of abstract material directed at the child. This flow grows in quantity and complexity as the child progresses through school. It is assumed at all stages that the child has mastered the material already presented. This material, which makes it possible for man to build bridges, skyscrapers and airplanes and produce food and clothes for billions, is presented always in a second-hand medium. It is spoken about, talked about and pictures of it are shown. A child may graduate from a modern American high school and never have used in a practical non-academic fashion anything that he has learned beyond simple arithmetic and reading.

The unit-project approach allows a sort of frozen focus to be applied to the curriculum flow. For a few hours each week the stream of abstract information ceases and the child has an opportunity to use some of that acquired information to do something. These unit-projects are laboratory periods during which the child learns to use in a practical way the academic skills he has learned.

Here, a few words should be said about what we are not doing. This is not an attempt to return to the unit method of teaching; nor is it an attempt to alter in any drastic way what any teacher is doing in her classroom. It is an attempt to introduce practical experience for the student and vocational information into the classroom. The unit-project method of vocational orientation brings with it several strong points. An opportunity is provided for the child to use what he has learned and for the teacher to see him attempt this use in a relaxed atmosphere. Research and practical experience have shown that those children classed as retardates, slow learners and culturally deprived, often learn rather quickly by doing those things which they learn only very slowly from a book.

The Unit-Project Approach to Vocational Orientation

The key person in any scheme for teaching is, of course, the teacher. We realize that many teachers know very little about many vocations. You are not expected to be or to become vocational guidance specialists.

The key to project implementation is the teacher's ability to utilize the resources of the school and the community. Training in how to use these resources and some minimal vocational orientation has already been provided for many of you. Future in-service training and workshops will include all involved teachers.

The following is a rough outline of the sorts of vocational experiences that are most beneficial at each grade level.

Kindergarten: The pre-school child may be introduced to simple tasks at school, such as putting up the toys. He may also be exposed to simple tasks that are performed at home. For example, many pre-schoolers carry out the trash or feed the family pets. Kindergarten is also the time to begin to organize the child's perceptions of the vocation more apparent to him. These will usually be sanitation workers, mailmen and firemen.

First Grade: The first-grader is ready to begin to deal with learning or education as a job. This would include the introduction of the school personnel as people who are working on a job.

Suggested Careers for First Grade Study

TV Repairmen	Radio Announcer	Electrician
Plumber	Dentist/Doctor	Insurance Salesman
Sanitation Worker	Construction workers	Minister
Telephone Installer	Electrician	Mechanic/Barber

Second Grade: The second-grader is ready to learn about the relation of education to his future work role. This would include development of an understanding of levels of job skills. The child may begin to look at his own education and toward the direction that he will take after he leaves school. (This career exploration is undertaken with the full understanding that each child will change his choice of occupations many times.)

Suggested Careers for Second Grade Study

I. Neighborhood Businesses

Large Supermarkets
Private Businesses
Churches
Recreation Facilities
Schools
Gas Stations
Others

II. People Who Work With Animals

Farmers and Dairymen
Pet Shop Owners
Veterinarians
Animal Trainers
Zoo Workers
Circus Workers
Dog Catchers
Humane Society Staff
Others

III. Transportation Occuaptions

Pulpwood Crews (movement of wood from place grown to mill)
Railroad Men
Airline Services
Truck Drivers
Taxi Drivers
Steam Shovel/Tractor Operators
Ship Crew
Others

Each job family can be studies systematically and developmentally through the use of:

* Occupational materials Audio/Visual
* Speakers
* Field Trip
* Discussions
* Role Playing
* Group Activities

Third Grade: The third grade is the time for expanding the concepts introduced at level K-2. These concepts are an introduction to jobs, to preparation (education) and its relation to skill level, and the final step leading to an examination of personal skill and performance by the student. This examination must be accompanied with extreme tact. The emphasis must be on the positive aspects of self-examination. A careful look at strengths and weaknesses of ea can stimulate that child's achievement or it can be highly destructive.

Suggested Careers for Third Grade Study

These lists are merely suggestions and are cumulative. Any of the preceding lists are also considered.

I. Recreation Workers Who Help You Play

Recreation Directors
Physical Education Teacher
Maintainance
Office Staff-Switchboard Operators
Camp Counselors
Food Servicers
Others _____

II. People Who Work at the Zoo

Animals Trainers
Maintainance Workers
Veterinarian
Doctor
Zoo Director
Ticket Salesman
Food Salesman
Office Workers

III. Holidays Workers

Window Display Artists
Actors and Actresses (clowns, etc.)
Musicians
Commercial Artists
Interior Decorators
Seamstresses and Tailors
Public Relations - Advertising

Each job family can be studied systematically and developmentally through the use of :

Occupational Materials
Role Playing
Speakers
Group Activities
Field Trips

The pre-school and primary-level child generally thinks and works with a great deal of specificity. He tends to concentrate on the physical mechanics of hitting a nail or sawing a board. He probably thinks of himself as hammering or sawing as opposed to making a part of some project. This type of concentration is necessary as the child develops the motor skills necessary to perform complex physical manœuvers. This simple observation does have a strong effect on the planning of a unit project. In the early grades the projects should be simple, uncluttered, and relatively short. Six hours of project time spread over two weeks is easily adequate in the early grades. The vocational relationships that are readily visible to the primary grades are: workers who use the various tools with which the students are familiar, workers who paint and workers who put things together (assembly line workers etc.). The primary level child also deals easily with the vocational tasks associated with sales occupations and the uniformed workers (firemen, policemen, sanitation workers, etc.).

The point being stressed here is simplicity. Start with occupations familiar to the child.

Develop the project around one type occupation. Plan so that the child will get to perform some tasks of the same type as the worker being studied. For example, most schools provide an excellent opportunity for a project on sanitation workers, maintenance work, or food services. There are usually on-campus experts in each of these field readily available to the teacher. As the project is nearing its end and the students already have firm ideas about the vocational tasks performed by the worker under study, it is time to bring in related occupations. These are occupations that are like the occupation studied. The relationship should be specific. The kep concepts here are singularity (most primary level children learn best if only one type of thing is presented at one time) and specificity (concrete examples of all vocational relationships should be used). For example, a night watchman and a policeman are alike because they

both guard things or people, they both walk or ride a beat, and they both wear uniforms.

As we move into the intermediate level classes the child becomes a more complex creature. Many of the same topics covered earlier in an individual fashion can now be re-presented with the stress on the interrelatedness of various vocations. For example, a project on cotton may deal in some depth with farming, the social implications of farm labor, the textile industry (working models of looms and cards are especially easy to build), labor unions, cost estimation, production problems, the dependence of one industry on others (production of steel, machine manufacturers, transportation etc. all effect the textile industry), and the various retail outlets ofr textiles. One project of this sort allows several teachers to work on various aspects of it with their classes for a whole year. The cooperation of several classes on one project will demonstrate the need for and the difficulties of cooperation in a complex industrial society.

It should now be evident that the focus of vocational orientation at the intermediate level is shifting toward a view of the societal role of various occupations from the primitive, tool-user concepts of the primary level orientation.

The following is a suggested outline of intermediate level concepts:

Fourth Grade: The fourth grade child is ready to deal with the concepts of schedules, punctuality, dependability, and qualifications necessary for specific jobs.

These concepts have been touched on in the primary grades but have not been fully explored due to the maturity level of the children. The children may be introduced to the need for schedules, punctuality, and dependability by talking about such home-jobs as feeding pets, helping prepare meals or baby-sitting younger brothers and sisters. The next step would be to carry these concepts over

into the child's involvement with the school, showing the need for schedules, punctuality and dependability in school. The final step is, of course, the demonstration of these concept's application to industry.

The theme of job qualifications is a key one which will be pursued through the entire intermediate section. The easiest and simplest demonstration of job qualification is the graded school system. If each grade is considered as a job, then the subject matter learned by the child represents his qualifications for advancement. The area of job qualifications also includes such things as size, age, and sex. For example, some work is considered "woman's work" or "man's work."

Questions such as these may be helpful for discussion:

"What are some jobs that you do at home?"

"Which jobs do you like to do?"

"Which jobs are the kind you like to do the least?"

"Why do we like some jobs?"

"What is it about them we like?"

"Do we laugh at some jobs because other people laugh at them?"

"Do some people have jobs that others may not respect?"

"How should we feel about all jobs?"

Questions to guide discussion:

"Name some jobs that might be done at a specific time."

"Name some jobs that can be accomplished whenever it is convenient."

"Discuss what is meant by punctuality."

"Why is it so necessary to be on time for school? For an appointment? For work?"

"Do other people expect you to be dependable?"

"How do you feel when you know you have been dependable, worked hard, and completed your task well?"

"How do others feel about you?"

WORK AT HOME

Name some jobs that you do at home.

Why do you like some of these jobs?

Why don't you like some of these jobs?

WORK IN SCHOOL

Name 10 different jobs in your school

Which of these jobs do you have?

Which of the jobs on school would you like to have?

JOB STUDY

Materials Needed:

The teacher should have available many and varied reading and picture materials about jobs, careers, and occupations for the use of the children. The guidance consultant in each school will suggest any information and assist each teacher.

Books from your own school library

Films from school system

Films and filmstrips from the Developmental Career Guidance Project

Encyclopedias

Pictures from the Children's Art Museum

Magazines

Dictionary

The "I Want To Be Books," Children's Press, Inc.

Junior Occupational Briefs, Science Research Associates, Inc.

Newspapers

Role Models

Fourth grade children are usually ready to understand job classifications as complex as the following list:

Professional

Semi-Professional

Services

Skilled

Unskilled

Be very careful to associate job qualification and salary without prejudical viewpoint

WORKSHEET

I. Occupation or job_____

a. Description of job_____

b. Tell some of the things you do on this job_____

_____

_____

c. Why you might want it_____

_____

II. What does it offer

a. Chances of future employment_____

b. Salary ranges_____

c. Rewards -- not money_____

d. Penalties_____

e. Further learning on the job_____

f. Hours to work, vacations_____

III. What is needed to get the job

a. How much education is needed_____

b. Physical needs_____

c. Type of person that can do this job_____

IV. Interests

a. What steps do you have to take now so you might get this job in the future?_____

b. What are you already doing to help yourself?_____

c. School subjects needed for this job_____

After giving a few days for the study of these jobs, the children should share their information with others. Some of the ways this could be done are:

1. Each child pick one of these and tell the class.
2. Have each child compare the 3 different work sheets and see the likenesses and differences.
3. Divide the class into small groups and within each group have them share their learnings.
4. Choose some of the children that selected unusual jobs and have those reported.
5. Make a list of all of the different jobs chosen and let the children select those they wish to hear about.
6. Have report given showing the 5 catagories discussed - Professional, Semi-professional, Services, Skilled, Unskilled
7. Make a booklet of all worksheets.

Allow for those children that wish to do other things with their information; art work, writing, further research, role models into class, etc.

Beginning with the fourth grade the occupations or industries chosen for unit-projects will be limited primarily by the teachers resourcefulness instead of the limitations of the students.

Fifth Grade: The fifth grade child is generally ready to once again expand the complexity of his concepts about job classification. The classification presented here are standard U. S. Department of Labor notations. This will enable the teacher to easily use such documents as the Dictionary of Occupational Titles if she desires.

These classifications are: in descending order-

Professional
Clerical and Sales
Services
Agriculture, Fishing and Forestry
Skilled
Unskilled

It is now time to introduce a concept that is too often glossed over in modern education. All work is not pleasant. Some work requires long and tedious preparation, some work is physically hard, and some work includes considerable mental strain. The type of difficulty generally varies with the job level.

A number of concepts branch out from this central fact. They may be considered in any order that the teacher chooses. It seems logical to start with the question, why do people work? The class should be able to give many answers to this question. The concept here is that directly or indirectly (through money) work provides things that make people feel good. A second question for class discussion is, what decides how much people work? The concepts being that amounts of work are tied to various jobs and to the economic and/or social needs of people.

As the discussion becomes more specific, the question can be asked, what decides which particular job a person has? Here the answers depend on one's viewpoint This event may be related to one's strength, intelligence, social-economic background or ones wants and needs.

It should be made clear at this point that no one person could be successful at all jobs. Each person must go through a selection process. Each job has both

pleasant and unpleasant parts.

Note: Atheletic coaches have long used the phrase "paying the price" to describe the unpleasant parts of atheletics. The price for atheletic success is the willingness and ability to put in many hours of hard practice in order to compete for a few minutes or even a few seconds. The price for job success may be long years in school or long years of drudgery at low level jobs as one slowly works toward a goal.

In dealing with the pleasant-unpleasant view of a job, the critical ratio is the relative amount of each factor available. In other words a satisfactory job choice balances the amount of each of these factors.

This is a good place to point out once again the relationship between certain parts of the curriculum and certain jobs. This discussion should include both the need for certain subjects as part of the "price of a certain job and the job-choice factor of the student's like or dislike of parts of the curriculum.

It should be obvious to the teacher that we are once again dealing with some aspects of self-evaluation. This process should be pleasant. Strengths should be emphasized. Things enjoyed should be emphasized. Opportunity should be emphasized. A negative, restrictive self-evaluation or teacher evaluation is harmful and destructive. If this process becomes one that says to the child you can't do this because etc; the child is better off without it.

Worksheet

Name 3 jobs or occupations for each of these classifications:

Professional_____

_____

_____

Clerical and Sales_____

_____

_____

Services_____

_____

_____

Agricultural, Fishing and Forestry_____

_____

_____

Skilled_____

_____

_____

Unskilled_____

_____

_____

A study for this grade level would be the introduction of each area of the curriculum and the jobs which would be pertinent to that subject. For instance, some of the occupations related to the language arts would be:

Lawyer	Editor	Actor
Secretary	Hostess	Tutor
Radio Announcer	Salesman	Printer
Dramatic Critic	Author	Cryptographer
Librarian	Copy Writer	Interpretor
Proofreader	Customs Clerk	Buyer
Sales Person	Sports Writer	Speech Therapist
Clergyman	Teacher	Journalist
Advertising Mgr.	Translator	Telephone Operator
Sales Clerk		

Helpful to the teacher to better prepare themselves for this would be the book

The Teacher's Role in Career Development

by W. Wesley Tennyson
Thomas Soldahl
Charlotte Mueller

The Guidance Consultant in your building will locate this for you. Not only the jobs involved but the related areas of study should be discussed. An example would be the Language Arts. This would include reading, handwriting, spelling, and English.

Discuss the concept that some jobs require many areas of curriculum.

An example would be a sales person. They would need the language arts and mathmatics. Have the children think of the other jobs and the other subjects necessary.

DO DO: WORKSHEET

WORKSHEET

AREA OF CURRICULUM

How do you do in this subject?

Why study this subject?

Jobs relating to this subject:_____

_____

_____

_____

_____

_____

WORKSHEET

I. Occupation_____

a. Job_____

b. Nature of work_____

c. Duties to perform_____

d. Why you might want it_____

II. What it Offers

a. Present chances for employment_____

b. Future of this job_____

c. Advantages of the job_____

d. Disadvantages of the job_____

e. Importance to self and others_____

III. Working Conditions

a. Salary_____

b. Hours_____

c. Vacation_____

d. Further training or education_____

IV. Requirements

a. Education needed_____

b. Type of person for this job_____

c. Physical needs_____

V. Interests

a. Steps you take now to help yourself_____

_____

b. Where you got your information_____

_____

Sixth and Seventh Grades: The sixth and seventh grade children have already been introduced to the necessary concepts. These grades are primarily a time for increasing the depth of the child's understanding of the vocational world.

A brief review of the concepts covered in previous grades is in order here. The career lists which the teacher may find useful are included in each grade level. They will not be reprinted here.

The primary level is a time for browsing. The child is introduced to work through example. He is shown various people doing many different things and is told that these things are work. The occupations with which he is familiar begin with the highly visible ones (firemen, policemen, etc.) and slowly expands. The concepts of school as work, of job levels, of job requirements and of personal achievement are introduced. The child is given the opportunity to use and to begin to understand simple work tools. A very gentle attempt is made to relate the child's present school performance to his future job choice and to encourage a positive self-evaluation.

At the intermediate level, vocations are dealt with on a much more realistic level. The concepts here are punctuality, dependability, job qualifications and the interrelatedness of jobs and people. The list of concepts also includes the factors that relate to job choice, the rewards and penalties associated with various jobs, the relation of school performance to future job choice, and a more intense but still highly positive self evaluation.

The above concepts should be very familiar and confortable to the child by the end of the seventh grade.

The unit projects attempted at this level will be much more complex with the emphasis on planning and execution. The instructor may want to extend one project over an entire year at this level.

TO THE TEACHER CHARACTERISTICS OF A GOOD WORKER

The teacher can discuss these or perhaps the children can recite these.

1. Enthusiasm
2. Neatness, orderly, punctual
3. Good Health
4. Show initiative
5. Finish what you start
6. Follow a schedule
7. Make up work missed
8. Practice larger vocabulary
9. Do better today than you did yesterday
10. Think about what you are doing
11. Know what you are doing--ask directions
12. Be active in classroom activities
13. Use what you are learning
14. Realize you are not always right
15. Have opinions and talk about them

ACTIVITY Have each child rate themselves on each of these.

EXCELLENT GOOD POOR

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WORKSHEET

List some of the things about yourself that may help you decide about your future career. An example would be your marks in school in certain subjects.

Make this list as long as possible.

WORKSHEET

What job do you think you may want to do when you finish school?

Why do you think you will like this job?

What subjects will you need to do well in school to better train you for your job?

Will you need more training for this job after finishing high school?
Explain this training as well as you can.

WORKSHEET

List the reasons why people work.

WHERE WILL YOU LOOK FOR A JOB?

The teacher can start discussion by asking:

"Where will you look to get this job?"

Some of the ideas that may be suggested by the children:

1. Parents
2. Friends
3. Relatives
4. Want Ads
5. Yellow Pages Directory
6. Employment Offices
7. Go to the place where they have these jobs and ask for one.

(This would make an interesting bulletin board for the children to show the places to look for a job.)

Each of these ideas suggested by the children should be elaborated.

Parents:

"Should you discuss the job you may want with your parents?"

"How can they help you?"

"Will they help you?"

(These two questions may be somewhat "touchy" to be discussed in front of the whole group but they can be of great importance to the student. Some boys and girls may be able to talk to their parents, while others may find this almost impossible. Discussion should be encouraged.)

Friends:

"Will friends by of help to you in getting a job? Will they know of jobs available? of places to look?

WANT ADS:

"How can the want ad section of the newspaper help you find a job?"

Supplementary Study for the Teacher to Use

Further discussion on how to make better use of the want ad section of the newspaper can be developed by the teacher.

Some children do not have newspapers available to bring to school. If they do have these at home, encourage them to look them over and bring them to school.

The teacher can give to each child one or two want ads or show them on an overhead projector. Encourage the children to make observations and share these with the class.

Questions to Guide Discussion:

1. How is the part in the want ad section for people looking for a job divided? (jobs for men and jobs for women)
2. Why are some ads larger and some smaller?
3. Do they have any that advertise for more than one job?
4. What do they show or ask for in the ads?
5. If you want a job can you put an ad in the paper?

Additional Communications Activities:

1. Have the children look for want ads that may have jobs they might want to apply for.
2. Those interested could write their own ads. They can pretend they are a company and need some workers.
3. Writing a letter in answer to a want ad would be of great value for spelling, handwriting, letter writing, etc.

Yellow Pages of the Telephone Book:

"How can the Yellow Pages help you find a job?"

(This may be a more difficult concept for the children to understand. Having one or two in the room to share would be helpful.)

"What information would the book show?"

"Do you think the newspaper want ads or the yellow pages would be the best to use?"

(Since this can be a matter of opinion, some of the pupils may realize that it depends on what they are looking for to fully answer this question.)

Employment Offices

"What is an employment office and how can it help you find a job?"

(Very few of the children will know of this source of help. The teacher may not wish to discuss this too deeply. However, they should be aware that such an agency exists.)

ACTIVITY:

A field trip to an employment office would be of value.

WORKSHEET

I. OCCUPATION

a. Job description _____

_____

b. Nature of Work _____

_____

c. Specific Duties _____

_____

d. Reasons for Considering it _____

_____

II. WHAT IT OFFERS

a. Present Outlook _____

_____

b. Future Outlook _____

_____

c. Work Environment (Physical and Mental) _____

_____

d. Advantages of Job _____

_____

e. Disadvantages of Job _____

_____

f. Importance to Society _____

_____

III. QUALIFICATIONS NEEDED

Age _____

Male or Female _____

Height and Weight_____

Physical Requirements_____

Education_____

Other Training_____

Type of Person-Likes or Dislikes_____

IV. WORKING CONDITIONS

a. Hours_____

b. Days of the week_____

c. Vacation_____

d. Salary_____

e. Advancement_____

f. Hazards to the job_____

V. READING YOU DID TO FILL OUT THIS FORM:

_____

_____

_____

VI. HOW DO YOU FEEL ABOUT THIS JOB? WHAT ARE SOME THINGS YOU WILL HAVE TO DO TO HELP YOURSELF?_____

_____

_____

_____

_____

1. LIST SOME OF THE REASONS WHY JOBS MAY CHANGE IN THE FUTURE.

2. NAME AN OCCUPATION OR JOB THAT WE DO NOT HAVE NOW.

3. WHAT JOBS ARE GOING TO REALLY BE NEEDED IN THE FUTURE?

Your Appearance

"You have now looked for a job, decided why you want a particular type of job and decided how to get there. What other things should you think about before going to apply for the job?"

One of the children will mention clothing and how to dress. The teacher can develop this with the entire area of personal appearance because jobs can be won and lost on appearance.

Some items to discuss would be:

1. Be sure you are clean, self, nails, clothing, teeth.
2. Think about your posture - head up, shoulders back, your back should be straight.
3. Think about how you walk - walk as if you feel happy, not dragging your feet.
4. Think about your clothing - clean, neat, pressed, buttons on, zippers zipped, color, harmony.
5. Look at your hairstyle - combed, clean, not in eyes.
6. Think about the expression on your face - cheerful, alert.

When you meet someone for the first time, you judge them be their entire appearance. Certainly an employer will do so, also.

ACTIVITIES

Have the children role play each of these items of appearance showing the right and wrong way. Discussion of current fads will be of importance

Draw posters of these.

The Written and Oral Interview

DISCUSSION

There are usually two types of interviews, the oral interview and the written. The written form is usually an employers application form.

Have the children tell what might be included on such a form.

Refer to the form used in early elementary pages of this book for a beginning.

Further examples:

Name
Date
Age
Address
Telephone Number
Social Security Number
Education: Subjects
Interests

Military Service
Schools Attended
Marital Status
Previous Work
References
Physical Background

ACTIVITY

Each of the areas mentioned should be talked over. Have the children make up a simple application form, and let each of them pretend they are applying for a job they want. They should fill out this application form.

The teacher can ask the boys and girls to discuss some of the questions that might be asked at the oral interview.

After some discussion have the children role play this. Some of the development of each part of the written application form. (Many items have been left out of these forms for the elementary school child. However, they

may think of many other things that might be on an application form). Encourage the children to bring application forms from home.

ACTIVITY

The teacher could write some companies for forms or have the children write for them.

DISCUSSION What will you say?

"You are now ready to apply for a job. When you get there, you are looking fine, you smile, and you walk in. How will you approach the secretary? What will you say? What will you do?"

The children can role play this with many and varied approaches.

Some ideas that could be presented would be:

1. Smile and introduce yourself
2. State why you are there
3. Don't talk too much
4. Speak slowly, clearly, and loud enough
5. Be sure you are not chewing gum or candy
6. Firm handshake if interviewer offers his
7. Stand until asked to sit
8. Answer questions honestly
9. Sit quietly and wait
10. Act enthusiastically

The Unit Project: This section will first consider the classroom process used for a unit and then describe the formal organization.

The class and teacher will generally decide on a project together. It will probably be necessary for the teacher to exert some subtle guidance in order to limit these project attempts to those within reason.

Committees of students are chosen to study various aspects of the project. The types of committees will vary with the project. In general there will be committees that: set up lists of jobs related to the project (the jobs may or may not be categorized depending upon the grade level), gather information needed for the project, make plans with regard to space available for the project, cost, and time needed. These committees will be performing task that are equivalent to the tasks performed on most executive jobs. Each child should have a part on one of these committees. There should be a management committee in charge of keeping the project moving, and workers committees which actually construct the project. Each child should have a chance to supervise and to actually work with tools.

The teacher will want to work in readings, resource people, and discussions during the project. A well rounded project will enable the teacher to use social studies, mathematics, English, and science in the project.

It should be reemphasized that these projects may be worked on a few hours a week or more often depending upon how well the particular project fits into the total range of subjects being taught.

The following is an outline of a well developed unit project:

I. Purpose

II. Objectives and Concepts

  A. Objectives

    1. General

    2. Behavioral

  B. Concepts

III. Subject Matter

A. Brief History of Subject

B. Classification (this shows the major divisions of the subject)

C. Workers (these are generally classified according to the divisions shown in item B)

D. Equipment

IV. Motivation

V. Study Activities

A. Initial Activities (relate personal experience etc.)

B. Research Activities (These will be your student committees and resource people)

C. Correlating Activities

1. Language Arts

2. Arithmetic

3. Art

4. Science

5. Social Studies

6. Music

VI. Material & Tools

A. Materials

1. Consumed

2. Resuable

B. Tools

1. Portable Shop

2. Special Tools

VII. Construction

VIII. Culminating and Follow-up Activities

IX. Evaluation

A. Self-evaluation

B. Observations of the child

C. Written Tests

D. Oral tests

E. Performance tests (ability to use certain tools in a safe fashion and recognize the proper tools for various jobs)

X. Bibliography

Role Playing: This simple game or counseling technique is one that is completely natural to children. If left to themselves, children will act out the roles of many different people with whom there have been recent interactions. Adults tend to consider these activities as idle play or "make believe." This underestimation of the importance of the child's acting out his emotional experiences can be most serious. During childhood the decision is made by the child either to basically trust his fellows or not to trust them. The former path leads in general to an open, happy, mentally healthy life while the latter path lead all too often to neurotic alienation and unhappiness. The key to the issue lies in the reaction of the people that are close to the child to experiences that are emotionally important to him.

The following material is drawn from Guidance in the Elementary Schools by Martinson and Smallenburg:

> The use of stories and classroom situations that provide opportunity for dramatization is commonly called role-playing or sociodrama. .. ...children have an opportunity to work out spontaneously....problems that are of concern to them as a group. Jennings defines sociodrama as an intensive vivid, loving through of experiences of common concern to the group members-experiences which may have been cut short in life and blocked from full expression, leaving unresolved, buried emotional impact.[1]

Reaction stories, unfinished stories, and role playing are discussed together here because several criteria for successful use apply to all. In order to provide for spontaneity and successful, emotionally healthful learning these factors should be considered:

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[1]Helen Hall Jennings, "Sociodrama as Educative Process," in Fostering Mental Health in Our Schools (Washington, D. C.: National Education Association, 1950), p.260.

1. The teacher and her total attitude must be accepting, permissive, and non-critical. The children must be able to be themselves without adults' judgement. Correction of the children's grammar or choices, or the expression of personal opinion should be avoided by the teacher. This acceptance of the childrens actions and ideas is one of the teacher's most difficult problems. Children should be allowed to make choices and work out the proper solutions themselves.
2. The situation must be a representative problem of the group. It should appeal to the majority without singling out individuals in the group with intense emotional impact.
3. Participation in the discussion or dramatization should be voluntary. Participants should be encouraged to act and speak with complete freedom. The teacher should not push for insights but be willing to wait.

The following steps and procedures have been listed by Jennings, Moreno, Shaftel,[2] and others.

1. Study needs of the group and choose situations applicable to needs.
2. Through vivid discussion, through curtailing a story at a crucial point, or through a dramatic incident, stimulate the group so that they want to learn the best ways of coping with a situation.
3. Sensitize the children to their roles by telling them that they will be asked to take parts.
4. Clearly define the problem. The class members speak of their own experiences and add to the dramatic possibilities.
5. Select children to play roles. Little time is involved in planning so that the action remains spontaneous and uninhibited. The dialogue

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[2]Fanny and George Shaftel, Role Playing the Problem Story (New York: National Conference of Christians and Jews, 1952).

is never planned.

6. Prepare the audience to observe intelligently and alertly. Remind the children that they will have opportunities to replay the situation, and that they are looking only at the roles, not at the child personally. They should understand that mistakes can be made and accepted, and that more than one answer is possible.
7. During the discussion, have the children define the problem, consider alternative action, weigh the consequences of each choice, choose new possibilities, and gain deeper insights.
8. Follow through with new enactment and new planning if needed.

APPENDIX A

Career Guidance: A Developmental Process

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Of all the variables measured in the recent U.S.O.E. survey reported by James Coleman in Equality of Educational Opportunity (2), "the attitudes of student interest in school, self-concept, and sense of environmental control showed the strongest relations to achievement". Certainly these student attitudes are of prime concern for the school counselor at every level -- elementary, junior high, and senior high. Certainly facilitating the healthy development of these attitudes should be primary objectives of any guidance program. Certainly activities designed to aid the development of self-concepts and above all to aid students to gain a feeling of control over their own destiny should form the backbone of any fully-functioning guidance program. Certainly these psychological factors should be considered part of the theoretical framework which should undergird any guidance program.

In how many cases, however, do we find any sort of rationale for the activities being carried on in guidance programs? I would submit that in far too many cases we are ruled -- just as absolutely as too many of our students -- by the tyranny of the immediate. In other words, we carry on the day-to-day activities we have carried on and, in many cases, that those before us carried on, without ever thinking about why we are doing whatever it is that we are doing. Operating in this fashion is analagous to traveling through strange territory without a road map which not only helps to guide our activities, but also helps us to see where we've been, thus making it possible to evaluate the effects of our activities. Yet, I would submit that in too many cases this aimless procedure is due to nebulous constructs that are very difficult to translate into practical terms. For example, let us look at self-concept -- which I mentioned earlier as one of the crucial factors

in regard to achievement. I wonder what this psychological construct really means to most of us. I wonder further what programs and what activities have been designed and are in operation to provide for the development of better self-concepts. My point here is that self-concept, despite the fantastic number of studies dealing with this construct, is a nebulous one when we attempt to make this operational.

Let us next examine the attitude of "sense of environmental control"--also mentioned in the Coleman report. What programs can we, and should we, implement to improve this sense of environmental control? More importantly, what programs have been implemented?

We could, of course, go on and on and on in reviewing certain constructs that are beautifully high sounding in theory, but do not seem to be of much help in aiding the establishment of meaningful guidance practices designed to aid youth in becoming all they are capable of becoming. We hear a great deal about freedom in the guidance literature these days -- especially in the philosophical aspects of guidance theory. But how are we to help the <u>individual</u> achieve freedom? And what kind of freedom? And how are we to help individuals <u>feel</u> a sense of freedom? Timothy Leary, the prophet of hipsterdom says that, "... freedom to do your own thing is the backbone of the new love revolution." I would submit that the freedom students are seeking is the freedom of choice -- and especially as it affects their future.

For far too long we have measured freedom for students in terms of allowing them, forcing them, encouraging them to make a vocational-educational choice at some time in their educational career. At the end of the eighth grade in most cases, students have to make some kind of choice regarding several elective subjects in the ninth grade. In most cases this process is a "happening" that takes place within 10 minutes, an hour, possibly a week. Then, the "happening" is over -- a pretty short-lived "trip" -- until

some time later in the student's high school career when again he might be asked to make a choice. In the case of most students, in fact, career development is just such a series of unrelated events. Someone comes to you, asks you, "What are you going to be when you grow up?" The student gives an answer that satisfies the questioner in one way or another and goes on his way. The culminating event is usually one wherein a father takes his child into a room and closes the door with the pronouncement, "Well, Johnny (or Janie) we've got to have a serious talk."

In most cases the child thinks, "On no, here we go with the birds and bees again." But to his surprise the question this time is, "We have to make some kind of decision about what you're going to be." The decision they come to is usually transitory in nature, but it does satisfy the parent and takes the pressure off the child.

For far too long we have accepted the concept of vocational guidance as taking place at a point in time wherein an individual comes to a certain age and then -- at that precise moment -- chooses a career. This concept originated with Frank Parsons at the Boston Breadwinners Institute soon after the turn of the century. Unfortunately, too many guidance workers have not progressed beyond that point.

We now know that career development takes place over a period of years; and that a person's previous experiences significantly influence his vocational choice. Seen in this context, then, the actual career decision, when it occurs, is but the culmination of a continuous, continuing series of choices that begin with birth, as Super (9) has pointed out.

We know further that when an individual has some knowledge of his interests, abilities, aptitudes, and attitudes, and when he is provided with some information on the world of work, there appears to be more crystallization of career goals, planning and choice. The child's attitude towards

himself, moreover, will influence his perception of tasks confronting him as well as his perception of the future.

Most teachers, as well as parents, are quite aware that a child's previous experiences with a task will influence his thinking when that task, or a similar one, once more presents itself. Further, a child's needs, as well as his previous experiences in related areas, will also influence his performance with that particular task. The implications are clear: We must aid our students to gain experience in reality-testing as well as self-knowledge so they may grow toward vocational maturity. In essence, we must help our students to fantasize about many different occupations, help them gain experience in playing different types of roles, and to become aware of the many different factors to take into account when making a choice. For example, opportunities to learn about the rules of work and to have work-related experiences, are, for the school child, vocational development opportunities of major importance and ones that will influence the child's later reaction to work or to work related situations. Behavior, we know, is purposive and acquires its meaning in a social setting. As the significant longitudinal studies at the Fels Research Institute (6) and by Super's continuing research with the Career Start Pattern have shown, behavior during the early years is highly predictive of later adult behavior.

We know, therefore, that opportunities we may give to school children to grow in self-reliance and independence and to help them become involved with real work experiences is related strongly to the development of individuals.

Again, the implications for guidance practice is clear; an organized program to aid students to progress toward their future career goals is a necessity if we are truly to help children make their future dreams a reality.

A framework around which such a program could be organized would naturally have to take into account the vocational development tasks a child has to accomplish. These, as Super (10) has conceptualized, are as follows:

Vocational Developmental Tasks

To Learn:

Elem.
- Dependency
- Independence
- Social Interaction
- Industriousness
- Goal Setting
- Persistence

Jr.H.S.
- Socialization
- Coping with School
- Dealing with family attitudes and values
- Developing own attitudes and values
- Passing school subjects

Sr. H.S.
- Choosing curriculum
- Developing study habits
- Making tentative educational-vocational choices
- Implementing self-concept

Once these are taken into account, it can be seen that the vocational developmental opportunities presented to an individual are also crucial. The following opportunities can be seen to be of importance:

Vocational Developmental Opportunities

Opportunity to:

Elem.
- React to parental handling and attitudes
- Explore environment
- Develop peer relations
- Develop authority relationships

Jr.H.S.
- Learn about world or work
- Develop attitudes toward school and school subjects
- Have after-school work experiences

Sr.H.S.
- Academic exploration
- Occupational exploration
- Social role exploration

It can be seen that aiding children in taking advantage of their opportunities will aid them to progress in their self-understanding. A child can be meaningfully aided to understand himself, to accept his strengths

and liabilities, and to develop a wholesome attitude toward himself. It might very well be that the most important item in any program of career development is the facilitation of the development of a positive self-concept as it relates to occupational choice.

An organized program to further career development in the junior high school is a must if we are to fulfill our obligations to boys and girls, if we are to truly help youth become all they are capable of becoming. Further, if such a program is to be effective, it must be organized and co-ordinated. The classroom teacher and the guidance specialist must work as a team in providing this service. It is never too early to start. Too often, it is too late. As Van Hoose and Leonard have stated:

> Vocational guidance is necessary to the task of socialization, i.e., preparing young people to become functioning and contributing members of society. Socialization is more than just helping the child learn to get along with others and to become an effective part of our society. Socialization refers also to the process through which a person utilizes his talents, his abilities, and his skills for the good of himself and for society. In our competive society, we expect and, except in unusual cases, demand that each individual make some contribution. Work is essential, and if a person is to find his place in life, he must be prepared to function as a worker. .....school children can be helped to understand the importance of work and the effects of work upon their lives. (11)

A developmental approach to counseling wherein all students are aided to develop to their utmost is necessary and more effective in meeting student needs. Most students appreciate professional help in their development and we are quite possibly in error when we provide counseling only for "problem" students who desire counseling for a particular purpose at any time.

In order to accomplish this, however, we must have a theory -- whatever that theory may be. As I see it, the most significant development of the past several decades in the field of guidance and counseling has been the organization and creation of career development theory. There are many variations of career development theory as articulated by Bordin, Ginzberg,

Holland, Pepinsky, Roe, Tiedeman, and Super among others. I am not suggesting that career development theory is the only theoretical approach or that utilization of career development theory means that the entire guidance program will be oriented towards helping youth to choose careers: I am suggesting that utilization of career development theory as a rationale for the guidance program can give us a road map to guide our activities with pupils, teachers and parents.

We can -- and must -- carry on activities designed to aid the intellectual, personality, and social development of pupils. Vocational Development, however, as a focus for guidance seems uniquely appropriate.

The Developmental Career Guidance Project was initiated in 1964 in order to help young people become better able to take their places as worthy, contributing citizens in our society. Far too often, inner-city youth are unable to do so because of various causative factors that have blunted their growth potential. Indeed, by the time many inner-city youngsters reach adolescence, a feeling of hopelessness and futility regarding their position in life has already become evident.

Consequently, the Developmental Career Guidance Project has attempted to aid individuals to become more aware of themselves and their possibilities in their world. Objectives of the Program specifically are:

1. To broaden the perceptual field of inner-city youth regarding occupations and opportunities.

2. To help overcome their lack of planning for the future. To help them make realistic plans for their future. Since so many youngsters desire immediate gratification of their needs, this is a difficult task. Furthermore, inner-city youth must be told the truth about opportunities so they can plan realistically for the future.

3. To provide better role models with whom inner-city youth can readily identify.

The Program has been designed to progress in several phases as follows:

Phase I, Preparation for a Demonstration Project, consisted of a preparatory workshop for school personnel from an experimental region in inner-city Detroit. The objectives of the workshop were:

a. To stimulate participants to develop a total guidance program in their own school.

b. To prepare them to serve as an advisory committee to the guidance consultants who were placed in each school as part of Phase II.

c. To broaden participants' knowledge of the community.

d. To help participants better understand and communicate with inner-city youth.

e. To realistically acquaint participants with the present employment outlook.

The over-all goal of the preliminary workshop was to help participants view the school and community in terms of all available resources to help raise the level of aspiration of inner-city youth and help them acquire the skills and knowledge that would not be available to them otherwise.

Phase II, Career Guidance in Action, began in the fall of 1965 when a guidance consultant was placed in each participating school to assist the workshop team to implement the program. This consultant, under the authority of the school principal, has specific duties not connected with administrative functions. He fulfills a leadership role in arranging for frequent career conferences, serving as a liaison person with the community (employment service, Urban League, labor unions, block clubs, Neighborhood Services, etc.) in attempting to develop job openings, encouraging group guidance services and individual career counseling, arranging field trips, etc.

Workshop teams have continued to meet monthly with guidance consultants and project staff and are fundtioning as an advisory committee as well as

helping to facilitate the work of the guidance consultant. The project staff is continuing to meet with participants and has arranged for additional needed consultants to implement the program.

Because developmental career guidance is an on-going process, stress is continually given to developmental aspects of career knowledge; aspiration, choice, and planning. Stress is also given to the ever changing nature of society: the world of work, social forces and institutions, and educational preparation for adult life. Furthermore, there is an emphasis on guidance and counseling based upon our knowledge of developmental patterns of people.

Guidance thus oriented is conceived of as dynamic, contiguous with growth stages, relevant to the world of work, and integrative of old and new experiences. Such a conception is continually related to what happens to the growing youngster in his classroom, peer group, and home life. It is not seen as simply the province of one educational helper, the guidance counselor. Rather, all those people and learning experiences which contributed to the development of the child are included.

Career, as a center of interest around which to build a curriculum and guidance program is uniquely appropriate. Almost every school subject, every physical, social, and mental skill, every structured or unstructured education experience can be related to career planning, either directly or indirectly.

The need for a broader spectrum of experiential knowledge among culturally disadvantaged youngsters is obvious if they are to participate equally in the advantages of our affluent society and if the forces which prevent such upward mobility are to be mitigated. Low levels of aspiration, poor self-concepts, lack of adequate academic and social skills, decelorating scales of motivation: these and many other characteristics found among youngsters whose lives begin and take shape at the bottom of society's social structure have been described again and again. It is among this segment of our population that our project has greatest significance.

Consequently, the most prominent and over-riding objective of the program has been and continues to be the increased awareness of all phases of work and career choice in every child in every school in the project. An all-embracing effort has been made to create an atmosphere in the project schools where an understanding of the world of work and of career demands is unavoidable. Building upon whatever base exists in the young child as he enters school, the DCG Project is designed to add work knowledge and experience, in proportion commensurate with the child's ability to absorb, as he rises through successive grades.

A second dominant objective of the program is to help every child to develop a realistic and functional awareness of himself as a worth-while human being. Individual potential, attitudes, values, skills, aspirations, interests, aptitudes, perceptions, relationships, self-images are all focal points.

A third major objective is to inform, involve, and coordinate all significant others who help mold the personality of each child into a smooth-working team. Common understandings, interests, and points of view are sought. Thus, interaction between groups and among group members is vital, and effective communication is a constant concern.

SPECIFIC ACTIVITIES

The specific activities which have been carried on in the DCG Project fall into the following categories:

I. Counseling

A. Individual vocational career counseling: students have been encouraged to seek understanding of themselves through individual conferences. They have been helped to examine themselves and to broaden individual perceptions.

B. Group counseling: selected groups of children have been organized and worked with in scheduled conferences. Counseling has focused on common problems, perceptions of self and others, reality testing related to school progress, development of social skills, examination of vocational aspiration and interests, and examination of attitudes and values.

II. Dissemination of information

A. Individual classes: consultants have worked with each individual class and classroom teacher in the school to effect a process whereby children's individual understanding of educational and occupational opportunities is broadened.

B. School activities: consultants have attempted to stimulate exploration of the educational-occupational world as well as the self world through all such activities as assemblies, etc. The end of these activities has not been to have individuals make premature vocational choices, but to emphasize the importance of future and career on self-development.

III. Broadening of perceptions

A. Field trips: in each school, field trips are made to over 50 cooperating industries wherein students have been helped to

gain more knowledge of occupations and requirements. Further, they were helped to talk with, interact with, and observe workers, thus giving them the opportunity to meet with and identify with a more varied range of workers than those with whom they ordinarily came in contact.

B. Speakers: speakers from various professional, technical, white-collar, and skilled areas were brought to the school to allow students to have close contact with them, and in general, to find out first-hand about the world of work. Speakers have also served as role models.

IV. Work with parents

A. Informational: consultants have organized and worked with parent groups to help inform them of educational and vocational training opportunities and ways and means to take advantage of these.

B. Advising: consultants have aided parent groups in finding the best ways and means to help their children develop in a healthy fashion.

V. Work with community

Consultants and community aides have fashioned close liaison with community agencies and neighborhood organizations to help coordinate school and community efforts and services. A comprehensive, unified approach to helping school children has been sought.

VI. Consultation services

Guidance consultants have served as resource persons for students, school staff, parents, community and industry. University consultants served the school staff, including guidance consultants, and parent groups. Authorities in speciality areas have been invited to address the Project staff and the DCG Committee at monthly meetings.

VII. Articulation

Many activities have occurred during the school year which has articulation, or "the smooth joining of parts, processes, and forces," as their primary purpose. Examples of these included:

A. Between-school orientation activities.

B. Participation of guidance consultants in principals' cabinet meetings.

C. Periodical meetings of project staff members with a liaison committee composed of representatives from business and industry in the Detroit area.

EVALUATION

An additional important aspect of the project has been to evaluate the results of activities. Consequently, a control region has been selected. Control schools were selected to match the experiemental schools as closely as possible. As can be seen in Table 1, differences in regard to the selected census tract data are not great. In order to determine whether or not these differences were significant, rankings were made and the Friedman analysis of variance by rank test was carried out. The results are shown at the bottom of Table 1. Thus, the assumption could be made that students from the experiemental and control schools were comparable.

TABLE 1

	% Pop. Inc. Last Decade	% Resident Sq. Mile	% 6-17 Years	Med. Family Income	% Prof. & Manag.	% Labor & Service	% Unemployed	% Over 18 not living Both parents	Med. Ed. Adults over 18	% Living in Sound Housing	Disrupted Marriages Per M	% Non-White
	1	2	3	4	5	6	7	8	9	10	11	12
ELEMENTARY SCHOOLS												
E_1	16.4	12,603	18.6	5,903	8.3	16.5	9.2	13.0	8.6	86.8	81.6	88
C_1	-8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	181.7	98
E_2	-15.8	14,324	22.2	5,091	7.2	20.8	12.5	21.1	8.9	88.2	131.6	100
C_2	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
E_3	-17.4	15,751	19.9	5,982	7.2	28.4	18.0	15.8	8.8	69.1	123.4	84
C_3	-21.6	15,572	22.3	4,982	9.1	20.8	12.8	23.8	8.8	76.5	157.6	95
JUNIOR HIGH SCHOOLS												
E_4	-32.3	17,866	17.3	4,379	8.0	28.8	16.3	34.8	8.9	68.0	204.9	100
C_4	- 8.3	20,717	22.9	4,815	6.1	23.4	15.0	24.6	9.0	82.6	99	81.7
E_5	-13.0	8,815	18.5	6,174	11.3	13.9	9.2	13.1	9.1	86.0	94.0	61
C_5	-17.3	13,455	19.7	5,853	9.3	15.0	10.7	11.8	8.7	82.7	86.4	70
SENIOR HIGH SCHOOLS												
E_6	-24.5	5,965	21.9	5,016	7.9	21.5	14.9	22.1	8.4	62.5	75	75
C_6	- 9.8	9,569	20.7	4,690	18.6	18.9	14.8	32.5	9.6	72.2	95	85
AVERAGE												
Control	-19.9	12,554	20.1	5,441	8.3	21.5	13.3	20.0	8.8	75.9	141.8	78
Exp.	-14.5	15,933	21.8	5,023	9.7	20.4	13.5	23.5	9.0	78.8	163.0	88

Friedman Analysis of Variance by Rank Test

$W = \frac{12\ D^2}{R^2(C^3-C)}$, $W = \frac{12\ (1841)}{144\ (1716)}$, $W = \frac{22092}{247104}$, W= .089 (Not Significant)

Students from both experimental and control schools were tested with the Guidance Surveys, a series of complementary questionnaires designed to ascertain students' perceptions of level of occupational aspiration. The Career Guidance Surveys utilized results from the North-Hatt studies and asked students to select occupations to which they aspired. The CG Survey, Level I, utilized pictures and stories; the CG Survey, Level II and III, were presented in written form. A summary of the results follow. (A much more complete description of the project is available from the Wayne State University library.)

TABLE 2

EXPERIMENTAL AND CONTROL SCHOOL RESULTS OF PRE AND POST TEST

ADMINISTRATION OF THE CAREER GUIDANCE SURVEY, LEVEL I

Grades K-3 N's Noted

	N			NORC Level of Aspiration Quartile											
				I			II			III			IV		
	1965	1966	1967	1965	1966	1967	1965	1966	1967	1965	1966	1967	1965	1966	1967
E_1	298	270	238	28%	31%	31%	25%	27%	39%	22%	24%	23%	25%	20%	17%
C_1	165	152	133	28	29	25	26	23	22	22	23	26	24	25	27
E_2	365	325	291	25	26	27	22	23	21	25	24	23	28	26	29
C_2	330	313	303	25	26	24	21	23	24	24	22	24	30	29	28
E_3	320	310	303	24	27	28	23	28	29	25	24	23	28	22	20
C_3	255	243	225	28	28	25	24	22	25	22	23	23	26	27	27
Total Exp.	983	905	832	26	28	29	23	27	27	23	24	23	28	21	21
Total Control	750	708	661	26	27	24	23	23	24	23	23	25	28	27	27

Thus, the results show that the experimental school populations did experience a significant rise in their levels of aspiration than the control schools. The results at the first quartile were inconclusive after one year, but significant differences emerged after two years. The results at the fourth quartile, and on several occasions, at the fourth and second quartiles, indicate that the students in the experimental schools did, indeed, hold higher levels of aspiration after the experiment than they did previously. Indeed, in instances throughout the eleventh grades, the level of aspiration of students in control schools went down. Thus, perhaps the greatest contribution of the Development Career Guidance Project has been in helping combat the deteriorating process that so often occurs in regard to the aspiration and, following, the achievement of inner-city youth.

TABLE 3

EXPERIMENTAL AND CONTROL SCHOOL RESULTS ON PRE AND POST TEST

ADMINISTRATION OF THE CAREER GUIDANCE SURVEY, LEVEL II

Grades 4-6 N's Noted

	NORC Level of Aspiration Quartile														
	N			I			II			III			IV		
	1965	1966	1967	1965	1966	1967	1965	1966	1967	1965	1966	1967	1965	1966	1967
**E_1	232	220	205	28%	29%	31%	29%	35%	31%	24%	21%	22%	19%	15%	16%
C_1	197	172	159	30	30	29	27	27	26	25	26	22	18	17	23
*E_2	215	210	188	24	26	21	24	23	28	24	26	27	28	25	24
**C_2	280	264	254	27	25	25	30	25	26	23	23	20	20	27	29
*E_3	415	411	383	30	32	32	25	27	29	24	22	20	21	19	19
*C_3	290	275	233	30	28	27	26	27	26	24	26	23	20	19	24
**Total Exp.	862	841	776	29	29	30	25	28	30	25	24	22	21	19	18
**Total Control	767	711	646	29	27	27	28	27	26	23	23	22	20	23	25

Thus, the results of the Level II survey seem to parallel, in several regards, the results, of the Level I survey. There has been more growth in regard to occupational aspiration among the students in the experimental schools than those in the control schools. This growth leads to the conclusion that a comprehensive guidance program can help compensate for the effects of factors such as socio-economic environment and familial values. The importance of this conclusion is underlined by the Coleman report: "Of all the variables measured in the (Equality of Educational Opportunity) survey, the attitudes of student interest in school, self-concept and sense of environmental control show the strongest relations to achievement (2)." One test of this conclusion that concerned the Developmental career Guidance staff whether or not changes in perception would be accompanied by changes in behavior. The following preliminary date indicate that they are in the following important areas:

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*Difference significant at .05, Kolmogorov-Smirnov Two Sample Test (Large Sample two-tailed test)

**Difference significant at .01 local

		Drop Out Rate	Plan to Enter College	Plan to Enter Other School	Plan to Obtain Employment	Jobs Promised	Other	N
Experimental School	January 1965	49%	36(11%)	37(12%)	220(68%)	40(12%)	26(8%)	319[1]
	January 1968	30%	57(33%)[2]	34(20%)	78(45%)	45(26%)	2(1%)	171
Total Detroit Graduates	January 1965[3]		723(28%)	226(9%)	1419(55%)	319(23%)	212(8%)	2580
Control School	January 1965	45%	7(10%)	11(16%)	41(58%)	8(11%)	12(17%)	71
	January 1968	45%	18(20%)	11(13%)	53(61%)	10(9%)	5(6%)	88

[1] These figures represent the graduating classes from two high schools from which the experimental school population was drawn.

[2] This figure represents not plans, but actual acceptances to colleges and universities.

[3] Comparable data on all January graduates will not be available until the Fall of 1968.

Preliminary indications are that school achievement as well, is being affected:

Composite Achievement Test *Stanine Changes 1965-1967

	Experimental	Control
Grade 4B to 6B	-.06	-.78
Grade 6B to 8B	+.38	-.10
Grade 8B to 10B	-.01	-.61

These data indicate that, as the aspiration levels of students' rise, there can possibly be an effect on school achievement. If must be emphasized that these are preliminary data and that more complete data will be forthcoming. The longitudinal differences in achievement test scores shown above, however, are not significant.

The CG Survey, Level III

The results indicate considerable progress in regard to affecting student perceptions and behavior:

1. The level of aspiration of students in experimental schools did increase significantly more than of students in control schools.

* Iowa Basic Skills and Sequential Tests of Academic Progress

2. Students in experimental schools did seem to show more growth in regard to occupational knowledge and planning than students in control schools.
3. The students in experimental schools did seem to re-examine their value structure significantly more than students in control schools.
4. Students in experimental schools did show a more acceptable attitude towards counselors at the end of the project's first year of opperation than did students in control schools. Interestingly, there did not seem to be a significant change in perception of school.

CONCLUSIONS

The initial results would seem to warrent further investigation into the effectiveness of various approaches to school counseling. It would seem that in school counseling, as well as in other settings, the counseling approach does make for significant differences in client acceptance. Throughout the project, a developmental approach to counseling and guidance wherein an attempt is made to reach all students would seem to have proven more effective in meeting students' needs.

Further, the results seem to indicate that the concept of guidance as an educational change agent is a viable one if a program and series of activities designed to achieve certain clearly stated objectives is effected.

Implicit is this point of view is the acceptance of the idea that the school counselor can be a guidance specialist who gives information, etc., as well as one who provides meaningful counseling for all students. Too often we seem to compartmentalize students as to the particular "problem" they are facing at any one time and neglect the growth of the whole person. Emphasis should be placed on total development of the individual. In this view, the individual is perceived as facing "problems" at every stage of his development.

Following he needs -- and appreciates -- professional help at all stages of his progress, in achieving competence, in regard to mastering his vocational developmental tasks. In this regard, career development can be seen as a focal point around which to organize the activities of the full-functioning guidance program.

In essence, the initial results of the project reinforce the position of the counselor not only as a counselor, but also as a guidance services specialist. Although lip service has been paid in the field to counseling as the heart of the guidance program, many counselors have not been secure in counseling with a resultant emphasis upon guidance services. On the other hand, many counselors have eschewed guidance and retreated to the safety of their offices and restricted their activities to counseling with a relatively small number of students. All too many counselors, counselor educators, and administrators have acquiesced in either perception, having thrown up their hands to what they term "reality". As a result, we now see a movement in the direction of making guidance and counseling mutually exclusive. However, with an adequate educational background and supervised counseling experience, as well as a clearly defined role and objectives, the counselor of today should have the competence to be comfortable in counseling as well as organize guidance services that provide meaningful programs for all students. Only in this way can the fully-functioning guidance program fulfill its responsibilities to youth.

In far too many school situations the guidance program has either not been given the opportunity to truly evolve into an activity that affects all aspects of the school or has been restricted ot servicing a small segment of the student population. The Coleman report emphasizes that, "a pupil attitude factor which appears to have a stronger relationship to achievement than do all the "school" factors together is the extent to which an individual feels that he has some control over his destiny". (2)

Although the Developmental Guidance Project has been concentrating on servicing disadvantaged youth, the project staff feels strongly that the foregoing conclusion applies to all youth in all school situations. The tremendous waste of human resources attested to by the high college drop-out rate is silent testimonial to the validity of this feeling. All youth need the opportunity to appraise themselves, to consider possible future alternatives, to gain meaningful information concerning their world, and to make plans for themselves. With disadvantaged youth the problem is, of course, more critical for their "margin for error" is much less. With them there are fewer familial and community resources to help compensate for the failure of the educational system to effect the guidance function.

In my opening remarks I spoke about freedom -- I believe that true freedom is helping our students to gain the information and the experiences that will enable them to make a cumulative series of decisions that will enable them to gain the feeling that they are, in truth, gaining at least some control over their progress. We find that a great number of students feel they do not have any freedom of choice and are not allowed to make decisions -- either educational or vocational that will affect their future. What we can and must do is provide our students with the experiences, the information, and the opportunities to make decisions about their own progress.

Phillip Vernon has rightfully pointed out that an individual's perception of the future will affect his performance in the present as much as his past experiences (12).

I would submit that using career development theory as a rationale for a fully-functioning program of guidance activities we can, in truth, enable our students to become free.

This manual is an attempt to point out the importance and applicability of certain activities in the elementary school that will help to further the progress of every child. Miss Jefferies and Miss Spedding have rendered an outstanding service through their efforts. We are hopeful that this manual will, then, facilitate the cooperative efforts of teachers and counselors in fulfilling their responsibilities to youth.

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APPENDIX B

THE NEEDS OF INNER-CITY CHILDREN FOR CAREER GUIDANCE*

It is not the purpose of this manual to define what is meant by the inner-city child. Educators have already heard and debated the proper labels to describe this particular type of child who is the "thorn" in the school system's side. This child has been described as "culturally deprived," "culturally disadvantaged," "educationally deprived," "poor," "Negro," and in some parts of the Lone Star State he is described as "Mexican." Whichever label is used, it often becomes an excuse for some people to say -- "Well, what's the use? What can you expect from this child anyhow?"

To ensure communication for the duration of the paper, let us think of the inner-city child as one who does not have enough of the opportunities and advantages normally available to most children who are in the mainstream of American culture. A closer look at his background usually shows not one but a combination of several disadvantages. Socially, he is from the under-privileged area of the city, a minority ethnic group, and frequently from a home where the father and the necessary parental guidance are absent. Intellectually, he is below average as measured by standardized test results.

Consequently, the inner-city child experiences academic failure in school because he has difficulty performing academically, he is often rejected by his teachers. He becomes involved in misbehavior that brings him to the attention of school disciplinarians. Failure after failure induces the child to lose interest in education as a means of preparing for the future.

President Johnson stated "I regard waste as the continuing enemy of our society and the prevention of waste - waste of resources - waste of lives or waste of opportunity - to be the most dynamic of our responsibilities.

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*Adapted from a paper presented by Doris Jefferies at the 1967 APGA Convention, Dallas, Texas.

Enrollment in the biological sciences, in engineering, and in other such fields has been declining rather than increasing during the last 10 years despite the known need and increased demand from space, defense, and industrial research...The situation in medicine is grave...America needs the resources of all its young minds without regard to color or heritage or religion." (2)

There is a need now in our society to develop and utilize the talent of all people. It is the basic principle on which lies the hope of achieving the ideal of a completely democratic and dynamic society. There is, in addition, a need to assist every individual to develop to the height of his own potential. A true democracy demands the opportunity for self-actualization for every citizen with the main vehicle for such expression being meaningful work. Consequently, education has the responsibility of assisting individuals to prepare themselves for the world of work both intellectually and socially.

Of course, most teachers, administrators, and counselors can recite the purposes of American education glibly and defend them nobly. However, the very same educators can be overheard in the teachers' lounge crying -- "What's the use? What can you expect from this child anyhow?" The answer to such a question must be, "Little <u>can</u> be expected if little <u>is</u> expected." The expectation level of the adults surrounding the child becomes significant because it influences the child's own expectations, aspirations, and self-concept. The child grasps quickly how others perceive him and then behaves accordingly. The, "What's the use?" attitude breeds apathy in the inner-city child. The child is not born this way. As a song from the musical, "South Pacific" says, "You've got to be carefully taught."

The Developmental Career Guidance Program in Detroit* suggests that there may be a cause-effect relationship between level of aspiration and level of achievement. In regard to inner-city youth where a child is told, "You cannot

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*Leonard, George. Developmental Career Guidance in Action, Wayne State Univ.

succeed in a particular occupation or in a school subject," ... he often accepts this and also accepts a lower level goal or occupation.

There is a vast waste of talent in inner-city youth today because the level of aspiration and achievement which is so cruical to career development is related to self-concpet. Research has consistently shown that the inner-city child has a low self-concept. He does not see himself as an achiever, and is not encouraged by his environment to do so. The following examples from one inner-city school illustrates the effects of this treatment:

> A kindergartener explained to his teacher that he could not do his work because he was "lazy."
>
> A ten-year-old boy interested in biology expressed disappointment because his mother had told him he could not be a biologist and laughed at him, so he began to underachieve.
>
> A sixth grade class appeared embarrassed and laughed uncomfortably when a filmstrip of Negroes at work was shown. It was the first time they had seen Negroes in a school filmstrip.
>
> Second graders were asked to draw pictures to answer the questions, "How do you look now?" and "How would you like to look?" A number of children "changed" from Negro to Caucasian. Several of the boys chose to be "Pimps" with long hair and flashy clothes.
>
> Teachers say, "What's the use? They just don't have the intelligence to understand what I'm trying to teach."

Discourageing the child to learn has too long been the business of Big City, U.S.A. The inner-city child has too long been denied the right to discover the cure for cancer, to prevent fires in space capsules, and to conduct peace conferences with other nations. How much longer can our society afford to continue to discourage this child? We have already paid a high price for it.

An analytical look at the inner-city child shows a real conflict between him and his teachers. Teachers generally come from the middle class, and are protagonists for those values of the middle class Protestant ethic. (1) The child comes from a literally different, and the values with which they have grown are often at considerable difference from those which pervade the usual school

atmosphere. Thus, our educational system which next to the family is the most effective agency in teaching good work habits to middle class people, is largely ineffective and unrealistic with disadvantaged groups.

Little in the inner-city boy's environment is likely to give him any sense of aspiration or any direction: he has no male model to emulate and little reason to assume that education offers a way out of the slum. His lack of education and aspiration, in turn, makes it virtually impossible for the youth to find a job with dignity and status, even where discrimination is absent. All to often, therefore, he decides that there is no point in trying, and he loses the capacity to take advantage of such opportunities as to arise. (3)

On the other hand, Super describes the male role of the middle-class family. The father, and often other members of the household, have jobs. As workers outside of the home they have their roles about which they talk, and they frequently bring their work into the home, whether in the form of papers in a briefcase, customers who must be seen in the living-room, or jobs to be done in the basement shop. Thus, the middle class child has opportunities to hear about and to observe roles other than those which are performed as a part of the regular domentic routines. (4) He is "future" oriented.

The inner-city boy child is frequently deprived of a successful male role-model to encourage and guide him to develop vocationally, however, he does seek out male identification. He finds it on the street corner. A "real" man has a black leather coat, drives a convertible Cadillac, and uses certain fourletter words constantly in his conversations. Consequently, the inner-city child lives for today with littel thought of tomorrow. He is "today" oriented.

Such is the vicious circle in which the inner-city child is trapped. His environment actually discourages him from seeking higher education and a job with security and status. The low self-concept that has been nurtured by the inner-city in turn lowes his level of aspiration and career development, thus, perpetuating the self-defeating mode of living. His potential contributions to the American

culture are, therefore, lost.

The schools must help break the vicious circle of apathy in the inner-city by assisting the child in his career development. Tasks to promote this development should begin as soon as the child enters kindergarten. His education must be meaningful and realistic if he is to be encouraged to raise his educational and occupational aspirations. The young child should be given the opportunity to role play those occupations that are related to his curriculum. A discussion of the career being acted out in relation to the world of work is necessary in dealing with the concept of "work." Teachers, counselors, and administrators must help the child to become aware of himself as a future worker through various career development tasks.

To further implement the child's vocational self, role models become essential to the educational program. When the child can see, hear, touch, and smell real people from the inner-city who are meeting success in the world of work, he can more readily understand the need and real meaning of education. It is not enough to show him pictures of Ralph Bunche, assorted athletic heroes, and entertainers or to dramatize the rise of Abe Lincoln. The past has proven the insignificance of such incidental pictorial occupational information in the inner-city. The child needs the experience of the real, concrete world rather than the abstract. "Seeing is believing."

In its second year the Developmental Career Guidance program is making a systematic attack on the problem of assisting the inner-city child to prepare for work success by beginning with the elementary school child. It is the major function of the elementary school guidance consultant to plan career guidance activities. The purpose of such activities is to raise the inner-city child's self-concept so that he too may one day contribute to and enjoy the rewards of the democratic way of life.

The results show that the experimental school populations did gain more in their aspiration levels than the control schools. The results at the first quartile are inconclusive, but the results at the fourth quartile, and on several occasions, at the fourth and second quartile, indicate that the students in the experimental schools did, indeed, hold higher levels of aspiration after the experiment than they did previously. Indeed, in several instances the level of aspiration of students in control schools want down. Thus, perhaps the greatest contribution of Developmental Career Guidance Project has been in helping combat the deteriorating process that so often occurs in regard to the aspiration and, following, the achievement of inner-city youth. (5)

The consultant assists the school and community to understand the need to help each child experience the vocational developmental tasks as described by Super. (4) It is the role of the Developmental Careet Guidance consultant to:

1. Provide individual and group counseling to help children understand, accept, and appreciate their individual dignity and worth.

2. Arrange field trips to business, industry, and educational institutions with emphasis on job activity and qualification.

3. Locate role models from the inner-city and invite them into the classrooms to help children see that "success" stories can be real for them, too.

4. Develop special programs, classes, and work activities in school for the specific purpose of guiding the children through the career development.

5. Provide occupational information and other guidance services to help teachers make lessons more purposeful and realistic.

6. Organize small parent discussion groups and have individual consultations centering around the parent's role in career guidance.

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Elementary

Role Playing is a Learning Activity

OVERVIEW

Role playing is a learning activity for use by both the teacher and child in all areas of the curriculum. It can and should be included in each subject area. Once the teacher utilizes role playing techniques and observes them as successful, more confidence in the approach will be gained each day.

Actual instances of how to role play in the classroom and when it is of particular importance have been noted and suggested throughout this material.

OBJECTIVES

In the elementary school:

1. Improve language skills - to help children to think better on their feet, to talk easier with others, to listen and respond.
2. Increase imagination and creativity - to help children to think for themselves; those that have been unable to do some things can be successful with this approach.
3. Makes available for educationally deprived a sense of self-contribution to group participation; helps the child to understand his place in life.
4. Preparation for citizenship; leadership - group interaction enhanced.
5. Teach human values - respect fellow man; interact with others.
6. Preparation of art form - appreciation of music, art, drama, literature.
7. Sensitivity and awareness of the World of Work.

Purposes for Children

1. Offers an opportunity to gain a sense of achievement - through success.
2. Fun to participate.
3. Desire to make decisions for self', to think on their feet in face to face situations.
4. Group activity with an adult leader - not organized play.

DEVELOPING A LESSON

Procedure:

1. It is imperative to help children to become initially relaxed through warmup activities.

Example:

- Children stand in a circle. One child pretends he has a ball. They throw the ball to each other in the circle.
- Children stand and pretend they have a heavy box to put on a high shelf.

2. Development: Basically, movement with child's own dialogue.

Examples:

Early Elementary: A shoe salesman. One child is buying, the other selling. This can be accomplished with groups or individuals.

Later Elementary: Production line at an auto plant Children are putting parts on cars. (perhaps on dashboard)

3. Culmination: This can be a repetitive process by using other in class to do the same thing but using different dialogue.

Discuasion by entire groups of children with constructive criticism.

HELPFUL HINTS FOR THE TEACHER

1. Develop in a spiral effect - begin with short time, 10 minutes, and build up to greater spans of time.

2. Never force any child who does not want to participate.

3. Give good directions; be sure each child knows exactly what he is to do.

4. Give only a short time to plan so it is more creative.

5. Be sure activity (or job) is within age level so the child does not appear foolish to peers.

6. When children are evaluating a role-playing activity encourage positive reactions.

7. Allow for much change and creative dialogue to bring out each child's personality.

8. Encourage <u>feelings</u> of the role models, not just dialogue, so emotions come through.